DOCUMENT RESUME

ED 150 691 EA 010 322

TITLE Professional Development for School Staffs: The Michigan Approach.
INSTITUTION Michigan State Dept. of Education, Lansing.
PUB DATE [77]
NOTE 25p.; Photos may not reproduce clearly

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Developmental Programs; Elementary Secondary Education; Faculty Development; Higher Education; Inservice Programs; Public Schools; Public School Teachers; *Staff Improvement; *State Departments of Education; *State Programs; Student Needs; Teacher Education; *Teacher Improvement
IDENTIFIERS *Michigan

ABSTRACT

The Michigan Department of Education defines professional development as a planned and organized effort to provide teachers and other educational workers with the knowledge and skills necessary to facilitate improved student learning and performance. The purpose of this paper is to provide a rationale and plan for professional development programs funded by the State of Michigan. Types of educational activities intended to foster staff improvement are listed, including graduate level programs and the provision of higher education institution resources, local inservice activities, and state department sponsored professional development activities. Linkages among these various levels are absolutely essential. (Author)

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Professional Development for School Staffs

The Michigan Approach

ED150691

EA 010 322

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

The retraining and upgrading of school staffs has become one of the most pressing issues in elementary and secondary education.

The national movement for the establishment of "teacher centers" has been supported by the National Education Association and the American Federation of Teachers. The essence of the argument for teacher centers is that teachers should be directly involved in determining the type and location of professional development activities that are designed to improve a teacher's (1) knowledge, (2) classroom management skills, and (3) understanding of child growth and development.

School administrators, counselors, teacher aides, bus drivers, cafeteria workers, school secretaries, and custodians have expressed similar concerns about their fields of endeavor.

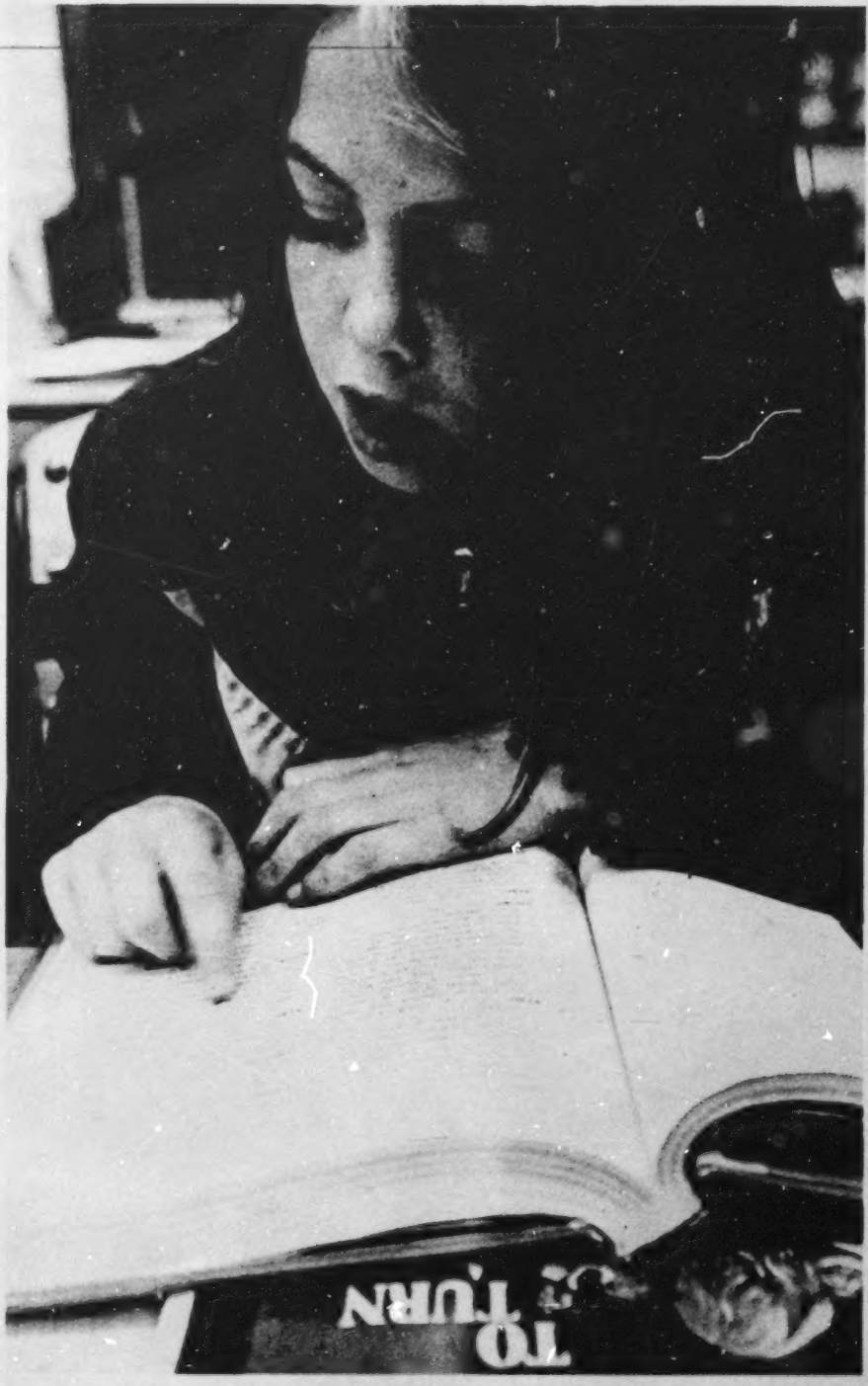
As a result, professional development programs for school staffs have emerged among the most important educational activities in the State of Michigan and in the nation.

A careful review of the movement reveals that while many activities are taking place, no common definition or rationale seems to exist. It is virtually impossible to distinguish among these several activities and therefore very difficult to marshal public support to expand the limited professional development programs now in existence.

This booklet is designed to eliminate this apparent dilemma and to propose a way by which each of these activities can become part of a more systematic contribution to educational staff development. Michigan needs a statewide delivery system that provides a comprehensive program of services designed to meet a wide variety of specific school staff needs, and which differentiates between activities with the primary purpose of self improvement and activities principally designed to relate to the improvement of pupil learning.

This booklet is intended to bring the issues into focus and to establish a common base around which the many diverse points of view regarding professional development activities might converge.

John W. Porter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I
INTRODUCTION

During the past ten years much interest, concern and money have been devoted to programs to improve the quality of elementary and secondary education. Much has been accomplished as a consequence of programs such as the Federal ESEA Title I, III, and V programs initiated in 1965, the Michigan Educational Assessment Program established in 1969, the 1970 Michigan performance-based Chapter 3 State Compensatory Education Program, the State Accountability Model adopted in 1971, and the new power equalizing formula for financing Michigan schools enacted by the State Legislature in 1973.

The Michigan Department of Education in recent years has concluded that one of the missing links to success in developing successful schools is the retraining and upgrading of staff. Unfortunately, it has been found that additional resources are often used to provide new materials, more people or improvements in equipment and facilities, but little or no resources are committed to improve the skills of the school staff. Unfortunately, validated models of staff professional development programs are not readily available. Moreover, the appropriate role of the state has not been clear; traditionally, responsibility for professional development has been left to the individual employee or to the local school district.

The purpose of this document is to provide a rationale, definition and plan for professional development programs funded by the state and designed to preserve and improve a very important human resource in our schools, the school staff.

Michigan's public schools provide an education of high quality for young people. This claim is supported by data from standardized tests and the state assessment program. Despite the provision of this high quality program, many children in Michigan's 2,700 elementary schools still do not achieve satisfactory levels of learning. A similar condition exists for many pupils attending the state's 1,200 middle, junior and senior high schools.

As a result of these conditions, the State Board of Education is advocating a process of professional development which has as its underlying assumption that schools can make a difference. In this process, educational success is based upon closing the gaps between expectations for students and actual student achievement. Teachers should have knowledge, skills and awareness of attributes of child growth and development necessary to bring student learning up to stated expectations and must also have the tools to identify needed skills prior to entering a staff retraining program. Thus, the state is moving by means of state and federal programs from a traditional "program" improvement focus to "staff" improvement based on student achievement needs. Schools exist for students.

In any given year, just over 80 percent of the total operating expenditure for public schools is for salaries and wages directly related to the instructional program. This leads to the speculation that enough money may have gone into such specific program improvements as Title I, Chapter 3

and other general education components and that the emphasis now must be placed on staff improvement; in this period of declining enrollments that shift in focus becomes even more important.

State and local test data and observations further indicate that some schools make improvements in student learning while other schools with similar resources and populations do not seem to make similar improvements. Since it is generally recognized that the school staff is the most important school-related variable in improving student learning, it may be that the reason for these performance differences lies in the differing abilities of school staff to implement new program ideas.

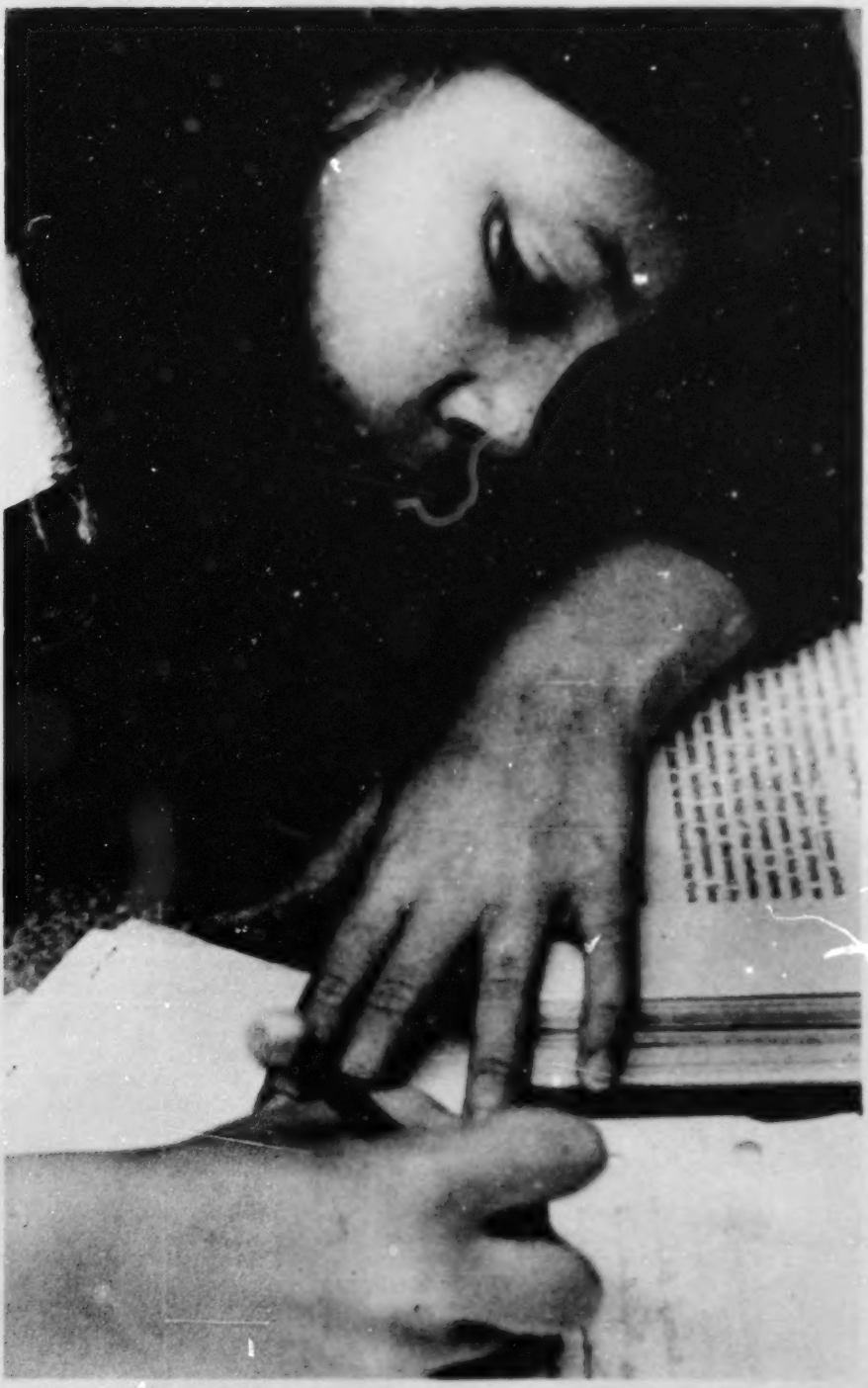
Since early 1970, the State Superintendent of Public Instruction in Michigan has been calling for programs for the professional development of school staffs. This personal plea for emphasis on this area has been based on the belief that professionals who have met all state certification requirements must be provided an opportunity to maintain and improve teaching and other skills and to acquire new knowledge throughout their entire work life.

In terms of professional school staffs, Department of Education records indicate that most provisional certificate holders complete the requirements for a continuing certificate approximately four to six years after graduation from college, typically when they are between 26 and 28 years of age. Of the approximately 108,000 certificated persons employed in Michigan's public schools, 75 percent hold a permanent or continuing certificate and have completed all necessary state requirements beyond the bachelor's degree. In addition, a high percentage of the professional public school work force in Michigan is at or is very near the top of the local school district salary schedule.

The composition of Michigan's public school professional work force is changing. Between 1972-73 and 1975-76, Michigan's public school professional work force increased by only 3,700 persons. In 1972-73, 31,709 of the 108,000 persons in that work force, or 33 percent, held a provisional certificate and a bachelor's degree and needed from one to ten semester hours of credit to earn a permanent or a continuing certificate. Three years later, in 1975-76, that same category of employee totaled 25,817, or only 25 percent of the work force. This is a reduction of almost 6,000 persons; a percentage decrease of 8 percent in three years. The proportion of beginning teachers or relatively new teachers is continuing to decline rapidly.

With declining student enrollments and provisions in most master contracts for layoffs to be made on a seniority basis, it is predicted that the professional work force will tend to include more persons: (1) with extended experience; (2) at the maximum salary level; and (3) with higher levels of college or university preparation than ever before. Since preparation tends to be completed within the first six years of employment, this same trend will produce a work force whose most recent higher education experience will become more distant with each passing year.

Because this does not appear to be a temporary phenomenon, the Superintendent of Public Instruction has sought the assistance of all segments of the educational community in focusing on new solutions to the problem of maintaining and developing new provisions for self-improvement. Such programs are essential to the improvement of student learning and performance in Michigan schools.



II
DEPARTMENT INITIATIVES

Since 1970, a number of activities have been undertaken in an effort to respond to the need for state-supported professional development programs.

1. In the fall of 1971, the State Board of Education endorsed a proposal for state support of locally defined professional development programs and requested that $1 million be included in the 1972-73 State School Aid Act for such programs.

2. This request was not successful and another request for funding was made by the State Board in the fall of 1972 for inclusion in the 1973-74 State School Aid Act. This second request was also unsuccessful.

3. In 1973, a position paper and proposed statute authorizing a statewide network of teacher centers was developed by the State Department of Education. The State Board authorized statewide dissemination and discussion of the document.

4. In the Fall of 1974, the Advisory Council for Teacher Preparation and Professional Development rejected the 1973 position paper and instead adopted a series of guidelines for professional development center programs. The Advisory Council endorsed state support for such programs, concurred in the Department's position on the need for such programs, and expressed concern that state control might, in its view, inhibit local responses to professional development needs.

5. In a separate yet related action in 1974, the State Superintendent made a series of recommendations to the State Board of Education and the Governor as a result of the work of a state task force concerned with the accountability issue. Since this concern originated with Detroit, the State Superintendent proposed that a professional development center be authorized for Detroit, supported by an appropriation of $1 million, to provide training programs for Detroit professional school staffs. With the support of the State Board of Education and the Governor, $500,000 was incorporated into the 1975-76 Executive Budget Message, and Michigan's first state funded professional development center became a reality.

6. In 1975, a task force to establish an outstate professional development center was convened, comprised of deans of colleges of education and representatives of state educational organizations. After a year of discussion, this collaborative effort resulted in a $50,000 state appropriation to support planning in 1976-77 for one or more out-state professional development centers.

7. On May 4, 1976, the State Board of Education recommended the voluntary creation in intermediate school districts of advisory councils on professional development. It was felt that such advisory

councils, in coordination with the Michigan Department of Education internal Council on Professional Development, could coordinate one or more aspects of the diverse and fragmented state and local approaches to professional development, which provide some school districts with programs based on an inadequate identification of needs and other school districts with no service at all.

These various state efforts represent isolated pieces of what could become a comprehensive approach to professional development programs, but which to date do not comprise a rational pattern. Although these activities have not been part of a systematic plan, the efforts have been based upon a single concept, which is the improvement of the skills of school staffs.

III
A MICHIGAN DEPARTMENT OF EDUCATION DEFINITION OF PROFESSIONAL DEVELOPMENT

The term "professional development" means different things to different people. Deans of colleges of education may perceive it one way, teacher association representatives another, and local school administrators yet another way. This has resulted in a variety of often unrelated "professional development" activities in local school districts and in state educational agencies across the nation. *These differing perceptions and interpretations of the concept prevent the movement from having the impact envisioned by all.*

This booklet does not attempt to describe or catalog all of the various types of professional development activities presently taking place in Michigan. For the purposes and clarity of this document, however, the Department of Education wishes to stipulate a definition of professional development to be utilized both in specific state department funding decisions and planning for professional development programs which complement but do not include important activities presently being conducted by university graduate programs and local and intermediate school districts.

The operational definition and working description of the professional development process that follow have been developed for use by the Michigan Department of Education in reviewing programs and policies for state funding and support.

> ***Professional development is a planned and organized effort to provide teachers and other educational workers with the knowledge and skills necessary to facilitate improved student learning and performance.****

It is a process involving eight sequential phases:

1. Specifying student learning expectations.
2. Determining the variances between expectations and achievement.
3. Establishing whether unmet needs could be met through provision of a professional development program.
4. Identifying the professional development needs of teachers and other school staff.

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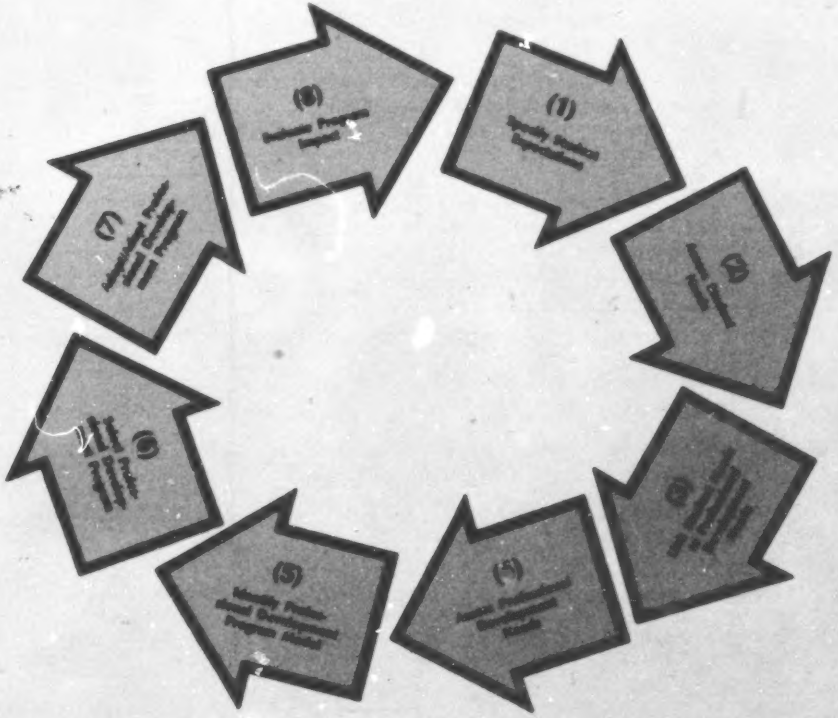
*It should be clearly recognized that all professional development and job upgrading activities are not and should not be designed to result directly in increased student learning and performance. Many programs will be designed to provide a knowledge base as a first step in implementing improved instructional programs for students.

5. Compiling information on possible models and procedures available to meet needs.
6. Matching professional development activities to the best available models in terms of: (1) staff needs, (2) available resources, and (3) student outcomes; or concluding that there is no match.
7. Providing incentives for adopting or adapting the models or procedures locally.
8. Establishing an administration and evaluation mechanism in the state agency.

This definition and description of professional development as outlined by the state agency can be further clarified by distinguishing among the various types of collegiate, local, and state-supported professional development initiatives currently underway in Michigan.

EIGHT RECOMMENDED SEQUENTIAL PHASES OF PROFESSIONAL DEVELOPMENT



IV
SIX TYPES OF EDUCATIONAL ACTIVITY FOCUSED ON IMPROVING SKILLS OF SCHOOL STAFFS

Many programs in Michigan are identified as providing opportunities for staff retraining and upgrading. A listing of some of these activities illustrates the unrelated nature of programs which could complement one another and provide for a rich and varied response to this need.

A. **Graduate level college programs related to certification requirements or advanced degrees.**

B. **Local and intermediate school district professional development activities.**

C. **State and federal categorically funded professional development activities for specific programs.**

D. **The newly authorized regional advisory councils on professional development established within intermediate school districts.**

E. **State-supported professional development centers, such as the Detroit Center, and other state-supported centers being planned.**

F. **State-supported building-level professional development focus. This is the state agency's experimental model for professional development on a building basis.**

The following descriptions of these activities illustrate their unique focus and potential contribution to an overall, statewide professional development model.

A. Graduate Level Programs

Michigan currently has 19 schools and colleges of education that offer graduate level programs, according to the 1976-77 Department Directory of Higher Education Institutions. These institutions enroll about 40 percent of the state's graduate students and carry out two very important functions:

1. Provide program specialization opportunities in terms of masters' and doctoral degrees as well as approved programs leading to state certification endorsements in areas such as special education, vocational education, and counseling.

2. Provide linkage between the state certification code for continuing licensure and the self-improvement requirements of local boards of education.

These programs offer a significant educational service but are not labeled in this booklet as professional development activities since many of

the services provided are not under the rubric of professional development as defined proviously. The staff resources of these institutions of higher education represent highly specialized areas of expertise. It is anticipated that state-supported professional development programs will draw from the valuable collegiate resource specialists for implementing state-supported professional development activities.

Michigan's graduate schools and colleges of education should be encouraged to continue to respond to the individual needs of school staff seeking fulfillment of individual aspirations and to provide programs for those seeking to meet state certification requirements. In addition, institutions should have readily available an inventory of the special services and staff expertise they can provide to state-supported professional development programs and should become an integral part of a comprehensive statewide professional development program.

B. Local School District Professional Development Activities

Many of Michigan's 530 K-12 school districts and 58 intermediate school districts conduct staff training activities of a varied nature. Most were underway before the recent increase in state department emphasis and are not directly related to current state activities.

Michigan's school districts vary in terms of geography, socioeconomic conditions, and racial composition. Because of this variety, each local and intermediate school district should continue to provide professional development activities to respond to local needs and seek ways to maintain and improve skills of school staffs.

Local and intermediate districts may be spending as much as $30 million annually to support such activities. There is little information in regard to the effectiveness of these activities. However, state level information does indicate a frequent lack of coordination among various programs. As the regional advisory councils o. professional development begin to identify needs, adjustments may occur in these local activities in response to coordinated regional planning.

Michigan's locally established professional development activities provide an important contribution to the overall retraining and upgrading of school staffs and should be continued. Efforts should be made to adjust and coordinate these activities in response to regional planning and to relate them to state-supported professional development programs.

C. State and Federal Categorically Funded Programs

Many state and most federal educational authorizations permit recipients to set aside a portion of their appropriation for the improvement of school staff skills. Currently such funding has been primarily for compensatory education, special education, vocational education and Title IV-C experimental and demonstration programs.

It is estimated that the Michigan State Board of Education annually allocates about $5 million in categorical state and federal funds for such activities. For example:

1. Compensatory Education Services administers programs funded by ESEA Title I as well as a state-funded compensatory education program. The service area also assists in the provision of inservice activities for migrant education teachers.

2. General Education Services has a variety of staff training programs provided through intermediate school districts, such as the reading improvement program, the bilingual and career education programs, and various dimensions of the ESEA Title IV-C experimental and demonstration program. Of these programs, the Regional Supplemental Centers have the responsibility for dissemination and for inservicing interested school staffs in the validated programs.

3. Special Education Services is responsible for a series of inservice program activities generally supported from Title VI, B and D of P.L. 93-380, which include consultation with the special education community.

4. Vocational-Technical Education Services administers a series of broad-ranging staff upgrading programs that are primarily federally supported in the traditional areas of vocational education. More recently, many such activities have also been related to retraining staffs working with the handicapped.

5. Research, Evaluation and Assessment Services assists in the initial training of local staffs for activities related to the statewide assessment program. The primary contact point is intermediate districts or combinations of local school districts.

6. School Management Services provides inservice activities that include (a) the upgrading of public and non-public school bus drivers, who must take part every two years in a 12-clock-hour school bus safety education program; (b) federally funded training programs for school district food service personnel; and (c) inservice training for driver education teachers, who must complete eight semester hours of college-based credit to retain employment.

7. Adult and Continuing Education Services provides federal funds to improve the skills of teachers of adults. This program is changing focus to become more competency based.

8. The Office of Career Education, under the provisions of P.L. 93-380 Sec. 406 and Act 97 of the Michigan Public Acts of 1974, works with Career Education Planning District staff in the techniques of planning in the areas of needs assessment, inservice, program operation and evaluation. In addition, a professional development plan for career education is being prepared, utilizing the input of teacher educators, the Michigan Career Education Advisory Commission and the State Board of Education. An appropriation for the implementation of the state and federal statutes has been requested.

It can be seen from the above that much activity and funding for certain aspects of training and retraining of school staffs is provided by state and federally funded categorical programs. The categorical activities have one general focus: The identification of specialized training and retraining for school personnel charged with performing specific tasks. Such programs may not be able to show a direct relationship to improved student learning and performance, but are nevertheless an important part of a comprehensive professional development service.

Michigan's state and federally funded categorical activities are part of a comprehensive system to improve staff competencies and should be continued; but state and local coordination must be provided to insure optimum impact among this wide variety of categorical programs for staff improvement.

D. Regional Advisory Councils on Professional Development

Graduate courses, local staff training activities, and categorically funded programs have all been viewed as desirable, but classroom teachers often express concern that such programs do not meet locally identified teacher needs in the area of professional development.

In response to these concerns, the Michigan State Board of Education in May, 1976, recommended the creation of voluntary regional advisory councils on professional development to perform two essential functions:

1. To determine, on a regional basis, the perceived professional development needs of school staffs and report such findings both to their constituent groups and to the Department of Education Council on Professional Development.
2. To serve as regional networks for funneling information to school districts and individual buildings regarding validated practices that can help school staffs improve services to children and youth.

Thirty of the state's 58 intermediate school districts have fewer than 1,000 professional personnel; therefore the regional advisory councils for these areas should be able to carry out responsibilities relative to needs assessment with minimal funding. In more populous intermediate school districts, such as Wayne, Oakland and Macomb, there is a wide range of skill levels and needs among the staff of the constituent school districts. In these instances, the advisory council task of identifying perceived professional development needs will be much more complex.

The State Board has recommended that each advisory council be made up of no more than 20 persons, half of whom should represent classroom teachers. The remaining members should include persons representing citizens, local boards of education, local school superintendents, local school building principals, the intermediate school district, and teacher preparation institutions assigning student teachers in that intermediate school district area.

Michigan's new advisory council network is an important response to the expressed needs of classroom teachers who want to be involved in determining professional development activities. It is a process that should be state supported since it has been shown to be different in purpose and structure from other approaches described previously. But it must become an integral part of a comprehensive system.

E. State-Supported Professional Development Center

With the authorization and provision of funds by the Michigan Legislature for the Detroit Center for Professional Growth and Development, a new venture was undertaken in providing state-supported professional development programs. The Detroit Center, which is designed to serve Wayne County, is currently focusing its efforts largely on the public school staff in the City of Detroit. The Center began its first full year of operation in the fall of 1976 by providing programs and responding to expressed needs of teachers. The Center is governed by a board consisting of representatives of the Wayne Intermediate School District, the Detroit Public Schools, the

School of Education at Wayne State University, the Organization of School Administrators, and the Detroit Federation of Teachers.

The 1976-77 appropriation act for the Department includes $50,000 in planning funds for one or more centers outside Wayne County. It is hoped that the plans developed as a result of this support will lead to the establishment of additional centers and that this planning and operational process can be extended to provide a statewide network of such centers.

One of the requirements of planning outstate centers is the development of a governance system that involves at all levels of planning, implementation and evaluation the representation of program participants, including classroom teachers, administrators, and representatives of appropriate institutions of higher education.

A second requirement is a governance plan which provides for periodic evaluation of the structure itself, if necessary.

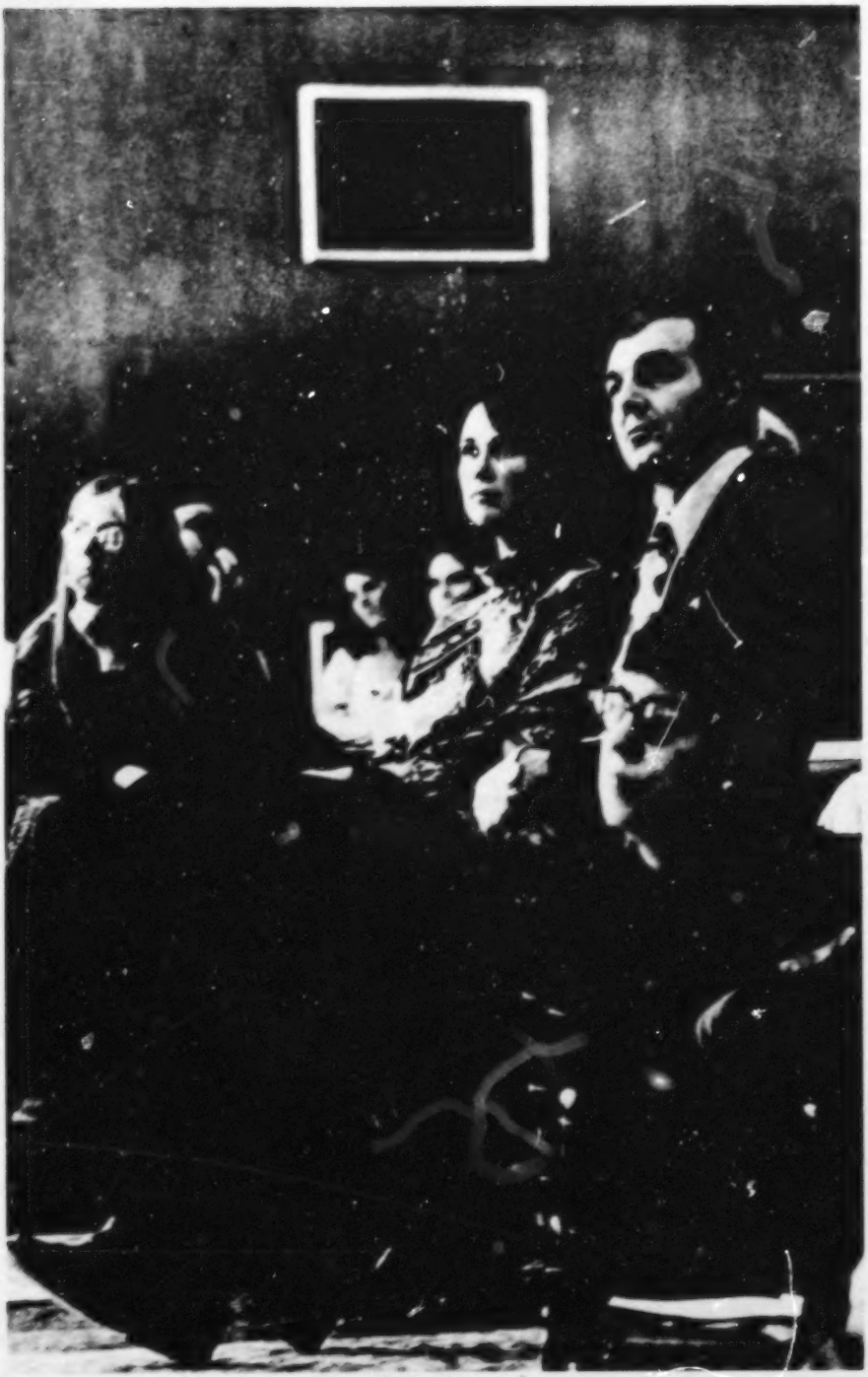
A third requirement is local agreement on the nature of the governance structure as well as a specified relationship with the intermediate school district-based advisory councils on professional development.

The centers can offer a service unmet by other professional development activities underway in the state by providing assistance to local school district personnel where local or state needs have been identified in relationship to new state or federal mandates. The two major functions of the centers are:

1. To identify demonstrated local district needs for specific professional development of school staffs in terms of (a) new knowledge, (b) new instructional management skills, and/or (c) new understandings of child growth and development, in order to improve student learning and performance in specific areas of instruction.
2. To provide professional development in such curriculum areas as bilingual education, consumer-economic education, global education, environmental education, and metric education.

Both of these functions recognize the school staff as the most important single school-related resource in improving student learning and performance. Therefore, it is essential that the state support efforts to retrain and upgrade school personnel. This type of service cannot now be provided solely by graduate course requirements, locally based staff training, most categorical funding, or through voluntary regional advisory councils.

Michigan's new professional development centers program is designed to demonstrate that school staffs in need of professional development assistance can improve their knowledge base and skills, which in turn will improve school services and result in increased student learning and performance. It is therefore in the best interest of the state to encourage the establishment of and to fund such centers.



F. State-Supported Building-Level Professional Development Focus

For the past six years, the State Department of Education has been studying new techniques and strategies for retraining and upgrading staffs at the building level to determine if the application of such techniques can result in improved student learning and performance.

The state-supported building-level professional development program looks upon the school principal as a team leader who can, with proper retraining and classroom teacher support, bring about significant improvement in student learning and performance in the basic skills of reading and math and other subject matter areas. The approach embodies three principles:

1. The classroom teacher is a critical team member who must be involved in decision making if instructional improvement is to take place.
2. Each school building in the state is different and must be treated as such.
3. Student learning and performance take place in school buildings rather than in school districts. Thus community-based parental involvement and building-level student motivation are critical elements to any positive results.

The unique feature of the Department's building-level professional development program is the utilization of a team of resource persons from the Department, schools of education, intermediate school districts, and local school districts to help individual buildings bring about measurable change as demonstrated by the results of state assessment.

*Michigan's building-level approach to professional development is unique and is characterized by the proposed GESTALT Aproach – "Getting Education Specialists Thinking and Acting on Learning Theories" — which focuses specifically on elementary schools where the statewide data indicate an individual building may be in need of external assistance. It is a program that requires state support if equal educational opportunity is ever to become a reality.**

**For further details, see GESTALT Approach booklet.*

V
SUMMARY

Six distinct educational activities related to the professional development of school staff are underway in this state. All have a common purpose — the improvement of skills of school staff. Three of the identified activities — the regional advisory councils, the professional development centers, and the building-level focus — fit the definition of professional development provided in Section III. The six activities are:

1. *Graduate-level college programs related to certification requirements or advanced degrees.* These graduate programs are not unique to Michigan, but are common to most higher education institutions in the United States that have developed advanced training programs for school professionals. The graduate training programs are not State Board of Education sponsored, but many of the programs have been approved by the State Board as being in compliance with specialized administrative rules for certain requirements for school staffs.

2. *Local school district staff training activities.* These local and intermediate school district-level activities are developed in response to locally identified needs and are not State Board sponsored.

3. *State and federal categorically funded programs for specific professional development activities.* Generally, the State Board of Education has approved projects or programs to be funded from State Department fund sources. Therefore, these could be classified as partially State Board-sponsored, but they have not been coordinated in terms of local district application or in terms of statewide program coordination.

4. *The newly authorized regional advisory councils on professional development related to intermediate school districts.* These were initiated by State Board action on May 4, 1976, and are State Board-sponsored.

5. *State-supported professional development centers.* The establishment of the Detroit Center for Professional Growth and Development, its continued funding, and the funding for planning for one or more outstate professional development centers are State Board-initiated and sponsored.

6. *Building-level professional development focus.* This state agency experimental model for professional development on a building-by-building basis is targeted at improving school staff skills in particular buildings identified in relationship to state assessment data. This program is an outgrowth of the work of the Michigan Accountability Consortium, which was State Board initiated and sponsored.

The striking facets of this list of staff training and retraining activities are the diversity of approach to a common problem and the need for a better coordinated system that can merge these interests into a coordinated and comprehensive pattern of professional development services.

Each type has the potential for making a contribution to a coordinated program of professional development services. Graduate-level programs and the provision of higher education institution faculty resources represent one segment in the pattern. Local inservice activities and state agency-sponsored professional development activities represent building blocks which can be consolidated and coordinated to provide a comprehensive approach to meeting school staff needs for professional development.

The description of the six types of activities that provide various professional development programs concludes in each instance with the recommendation for continuation and for *linkage*. While each program type is distinct, that fact emphasizes the need for coordination and *linkage* since all have a common objective — the improvement of skills of school staff. Some of these program types are designed in part to relate to improvement in individual staff skills. The primary focus, and an essential component of the state-funded activities, will be on the development of staff skills related to improved student achievement.

To provide the necessary *linkages* and to further distinguish between state-supported professional development for school staffs and other programs of an inservice training nature, the staff of the Michigan Department of Education proposes the following:

1. The need to focus on state-supported professional development activities that increase school staff awareness, readiness, and commitment to link professional development needs to improved student learning and performance.

   (To achieve this objective, models need to be developed, including staff needs assessment procedures, for which initial developmental funding will be required. Such model development will be important to steps 3 and 4 of the process outlined on page 7.)

2. The need to identify and select from a variety of professional development models designed to improve student learning and performance in order that there results in the minds of the staff *linkage* between (1) staff's expressed needs; (2) the anticipated professional development activity; and (3) measurable improved student learning and performance.

   (To achieve this objective, funds must be secured to develop the means by which effective models can be identified and selected in a local setting once they have been validated as experimentally effective. See steps 5 and 6 on page 8.)

3. The need to develop a plan for helping local school districts to take steps to adopt or adapt validated models in such a way that they are coordinated or merged with other professional development approaches available to the district.

(To achieve this objective, even after a plan is developed, incentive grants from state or federal sources to local districts might be necessary, as indicated in step 7 on page 7.)

4. The need to develop a state model for relating the various professional development activities and evaluating the effectiveness of the new system.

   (To achieve this objective, there is need for funds to support a state agency model that provides for overview and *linkages*.)

Four needs are identified above. There is no system in place to meet these needs in the state, and the development of such a system would require state and/or federal resources not now available. The purpose of this analysis is to illustrate that the needs for professional development are great enough and costly enough to call for immediate support of these four propositions.

MICHIGAN STATE BOARD OF EDUCATION

STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

The Michigan State Board of Education hereby agrees that it will comply with Federal laws prohibiting discrimination and with all requirements imposed by or pursuant to regulations of the U.S. Department of Health, Education and Welfare. Therefore, it shall be the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, or marital status shall be discriminated against, excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any federally funded program or activity for which the Michigan State Board of Education is responsible or for which it receives federal financial assistance from the Department of Health, Education and Welfare. This policy of non-discrimination shall also apply to otherwise qualified handicapped individuals.